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WORD
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SENTENCE
BOOK

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BOOK ONE

D.C.HEATH & CO.
BOSTON

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WORD AND SENTENCE BOOK

A GRADED COURSE IN SPELLING

BY

JOHN H. HAAREN, A.M., LL.D.

DISTRICT SUPERINTENDENT OF SCHOOLS
THE CITY OF NEW YORK

BOOK I

BOSTON, U.S.A.
D. C. HEATH & CO., PUBLISHERS
1904

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INTRODUCTION

THIS course in spelling has been prepared in the conviction that instruction in the subject should be a judicious mixture of oral and written exercises, with special emphasis on the latter. The written exercises should consist not merely of lists of words, no matter how well selected, nor of sentences, but should also embrace difficulties which may be resolved by rule. The rule should be reached inductively, and formulated only after many exercises have been presented. The lists of words used for spelling should have some association, either of difficulty, meaning, use, or sound. They should cover the interests of the child in his home, school, or play life.

Spelling has an important place as a language exercise, and ability to use the pen in taking sentences from dictation is an efficient aid to composition. Writing sentences from dictation compels attention to details besides spelling. The correct use of capitals and punctuation marks, the division of words into syllables, and the selection of words which have homonyms cannot be overlooked. If proficiency in these could be attained, the instruction in composition would be relieved of many difficulties.

This course is an attempt to induce proficiency in the mechanics of composition. The results of instruction in

spelling should be measured by the pupil's ability to spell the words he uses and to arrange in proper form the sentences found in his written work. It is hoped that a fair degree of ability will be acquired by following the exercises laid down in this course. There are short sentences and paragraphs for copying and dictation, as well as model notes and letters. The important feature of addressing envelopes receives due consideration.

The grouping of words is arranged in most cases so that words are found together that have (1) associated meaning, (2) common phonetic elements, or (3) similarity of formation. There are also exercises to determine whether or not pupils can spell words found in their own vocabulary.

The difficulties of spelling that arise from the addition of prefixes or suffixes are generously met in the exercises that are concerned with the doubling of letters, the dropping of letters, the changing of *y* into *i*, and the retention of *e* in certain words before suffixes.

The exercises in syllabication bring forward some rules which are as reliable as many of the rules for spelling.

The other matters that receive attention are the rules and exercises concerning the use of capitals and punctuation marks, and the sentences illustrating the use of homonyms.

All of these features are frequently reviewed, and no more work is presented in a section than can be done in an ordinary class taught by the average teacher in the time indicated at the heading of each section.

WORD AND SENTENCE BOOK

SECOND SCHOOL YEAR

PART ONE

I

This is Tom.

This is May.

My name is _____

is	name	Tom
my	this	May

2

This is Jack.

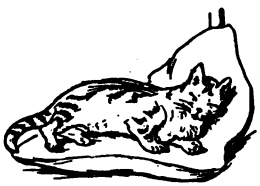
Jack is our dog.

our	Jack	dog
my	name	this

3

This is Tab.

Tab is the cat.



Tab	cat	the cat
our	dog	the dog

4

May is my sister.

May is a good girl.

good	sister	girl
dog	name	our

5

REVIEW

my	Tab	Tom	girl
May	cat	dog	name
our	Jack	good	sister

6

Tom is a good boy.
He is my brother.

he	brother	boy
my	sister	dog

7

This is our house.
Mother is in the house.

in	sister
girl	mother
house	brother

8

I see my father.

He is not in the house.

see	father	not
this	name	good

9

Jack has a house.

Jack sleeps in his house.

has	father
see	his
sleeps	not

10

REVIEW

he	has	name	father
see	his	girl	mother
our	boy	good	sister
not	dog	sleeps	brother

11

Jack loves us.
He is a good watch dog.

loves	us	watch
his	sleeps	his

12

Tab does not like Jack.
Jack is not good to Tab.

to	does	like
us	watch	loves

13

Jack likes to bark.
He likes to bark at Tab.

at	bark
to	likes
does	like

14

Will Jack bite Tab?

Jack will not bite her.

will	her	bite
bark	likes	at

15

REVIEW

is	boy	girl	loves
us	dog	good	watch
to	cat	bark	house
at	not	name	sleeps
my	her	does	father
our	his	like	mother
has	will	this	brother
see	bite	likes	sister

16

May has a pet bird.
The bird is in a cage.

pet	bite
her	bird
cage	will

17

The bird sings.
I can hear her.

sings	hear	can
bird	cage	pet

18

I have a pony.
His name is Ned.

have	pony	Ned
hear	you	sings

19

Tom has a pet hen.
She likes corn.

hen	corn	she
Ned	have	pony

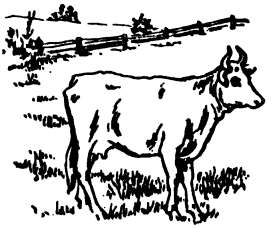
20

REVIEW

can	cage	will	house
pet	hear	does	watch
hen	have	pony	sleeps
Ned	bird	name	sister
she	corn	sings	mother
her	bark	loves	father
you	bite	likes	brother

21

This is our cow.
She gives good milk.



milk	she
hen	cow
gives	corn

22

The cow has sharp horns.
The pony has a mane.

horns	sharp	mane
gives	cow	milk

23

The cat has sharp claws.
The dog has large teeth.

claws	teeth	large
sharp	mane	horns

24

The bird eats seed.

The cow eats grass.

seed	grass	eats
teeth	large	claws

25

REVIEW

see	likes	does	bark
seed	gives	grass	large
teeth	milk	eats	sharp
sleeps	cow	hear	watch
sings	corn	name	father
claws	horns	mane	mother
loves	pony	cage	sister

26

Tab and Jack eat meat.
Ned likes to eat hay.

and	meat	hay
grass	eats	seed

27

May goes to school.
Tom and I go to school.

go	hay	
meat	school	
goes	and	

28

Can you read?
May and I can write.

you	write	read
goes	school	go

29

Tom can count to five.

May can count to ten.

ten	count	five
write	read	you

30

REVIEW

at	go	ten	meat
cat	goes	hen	read
has	pony	pet	you
can	school	Ned	our
and	bite	hay	count
Tab	write	May	house
have	like	ear	bird
Jack	five	hear	girl

31

May is in my class.
May is the best pupil.

class	pupil	best
count	ten	five

32

Tom has one book.
May and I have two books.

one	book	two
pupil	best	class

33

Tom is five years old.
May is six years old.

old	six	years
books	two	one

34

I am older than May.

I am seven years old.

am	than	seven	older
old	six	years	pupil

35

REVIEW

class	six	watch	mother
grass	sister	loves	brother
best	years	large	house
seven	read	sharp	count
book	am	father	five
good	than	teeth	write
old	have	sleep	corn
older	girl	school	mane
pony	bird	claws	pupil

36

We have a baby brother.
He is six months old.

we	baby	months
older	than	seven

37

I love my little brother.
He is a very good baby.

love	little	very
baby	months	we

38

We love our parents.
They are good to us.

they	parents	are
little	very	love

39

Our home is a happy one.
We all love one another.

home	happy	all	another
parents	they	are	months

40

REVIEW

he	does	watch	happy
we	goes	grass	little
she	gives	class	years
are	cage	school	months
all	house	pupil	father
they	count	pony	sister
love	large	baby	mother
home	sharp	very	brother
book	teeth	seven	another
claws	sleeps	older	parents

PART TWO

1

Can you tell time?
What time is it?
It is time to go to school.

tell	hand	fall
time	land	mother
what	ball	brother
band	call	another

2

Do you walk to school?
I ride to school.
I ride in the car.

car	bar	hide	bark
ride	far	side	dark
walk	star	wide	park

3

Our school is in the city.
Our home is in the city.
We live in a country house.

live	white	nest	cook
city	write	rest	look
country	quite	chest	took

4

Ann lives in a city house.
It is a large house.
Many persons live in it.

Ann	page	worn
many	stage	any
person	born	baby
cage	torn	other

5

REVIEW

Pupils will write all the words they know that end in *-and*, *-all*, *-ar*, *-other*, *-ark*, *-est*, *-ide*, *-ite*, *-ell*.

6

New York is a large city.
It has a great many houses.
We live in New York.

new	dew	cork	what
pork	few	fork	city
great	stew	York	country

7

New York has many schools.
Some schools are very large.
Some of them are quite small.

some	paw	brow
them	draw	fog
small	how	log
saw	now	frog

8

Our school has many classes.
Each class has many pupils.
We have the best teacher.

each	good	day	watches
teacher	wood	stay	babies
classes	stood	pray	ponies

9

We read and write in school.
Do you write with a pen?
I write with a pencil.

pen	hen	dear	dove
with	men	near	love
pencil	when	clear	glove

10

REVIEW

Pupils will write all the words they know that end with *-ew*, *-ork*, *-ow*, *-og*, *-ay*, *-each*, *-ood*, *-en*, *-ear*, *-ove*.

what	walk	live	city
country	many	persons	great
teacher	classes	small	pencil

11

I have a new reader.
It has many pretty stories.
I like to read them.

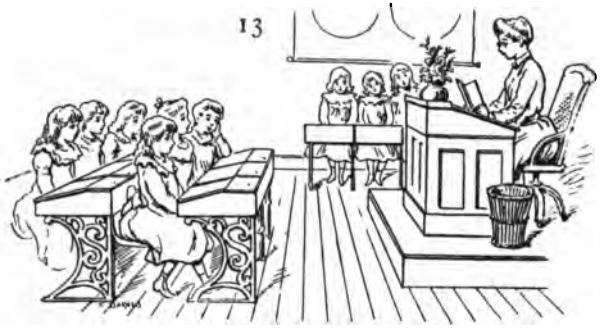
reader	older	cold	face
pretty	counter	fold	nose
story	smaller	scold	chin

12

We read from our books.
Then some one tells the story.
All the others listen.

from	story	stories	win
then	baby	babies	grin
listen	pony	ponies	spin

13



Sometimes our teacher reads.
How we enjoy her reading!
We could listen all day.

sometimes	singing	could	jump
reading	willing	would	lump
enjoy	watching	should	stump

14

Which story do you like best?
I like Little Red Riding Hood.
Some like Little Boy Blue.

blue	biting	eating	feed
which	giving	hearing	weed
riding	having	sleeping	bleed

15

REVIEW

Pupils will write all the words they know that end with *-an*, *-est*, *-in*, *-og*, *-ump*, *-age*, *-eed*, *-ide*, *-old*, *-ue*.

reader	pretty	story	listen
enjoy	which	pencil	great
person	what	walk	city
country	large	houses	many
parents	teeth	months	happy

16

Can you see the clock?
Our room has no clock.
It is near dinner time.

room	seeing	blue	boy
clock	walking	glue	joy
dinner	praying	true	toy

There goes the bell!
It is twelve o'clock.
We may eat our dinner.

there	going	rock	out
twelve	staying	block	shout
o'clock	folding	flock	stout

18

I am not going home now.

I have brought my lunch.

We have dinner in the evening.

lunch	liking	ought	mark
brought	living	bought	shark
evening	loving	thought	spark

19

Will you play after lunch?

What do you want to play?

Let us jump the rope.

want	hiding	lunch	room
rope	naming	bunch	broom
after	writing	crunch	bloom

20

REVIEW

Add *es* to the following words after changing the *y* to *i*: *baby*, *city*, *pony*, *story*, *country*.

another	father	mother	seven
brother	happy	o'clock	school
brought	large	parents	twelve
country	listen	pencil	walk
dinner	little	person	watch
enjoy	lunch	pretty	what
evening	month	pupil	which

Pupils will add *ing* to the following words, omitting final *e* except in *see*:

bite	bark	blue	count
do	eat	enjoy	give
go	hear	have	love
like	listen	live	name
read	ride	see	sing
tell	will	write	walk

21

Are you tired, May?
I am tired, too.
Will you take a walk?

too	bake	loved	walked
take	cake	lived	looked
tired	snake	liked	watched

22

You walk too fast.
It is nearly one o'clock.
Then our walk will be short.

fast	mast	greatly
short	blast	stayed
nearly	dearly	cleared
last	lovely	lunched

23

I do not want to be late.
We have time to spare.
It is time to go back.

late	gate	pack	care
back	mate	sack	dare
spare	plate	black	glare

24

The children are coming back.
Many are in the yard.
We are not late.

yard	card	baking	marked
coming	hard	tiring	stewed
children	lard	sparing	jumped

25

REVIEW

Add *ed* to the following words:

bark	call	play	enjoy
cook	bunch	bloom	listen

Add *ing* to the following words after dropping final *e*:

care	dare	come	take
tire	spare	write	give

Write all the words you know that end in *-oom*, *-ock*, *-ee*, *-alk*, *-ay*, *-oy*, *-old*, *-out*, *-unch*, *-ought*, *-ark*.

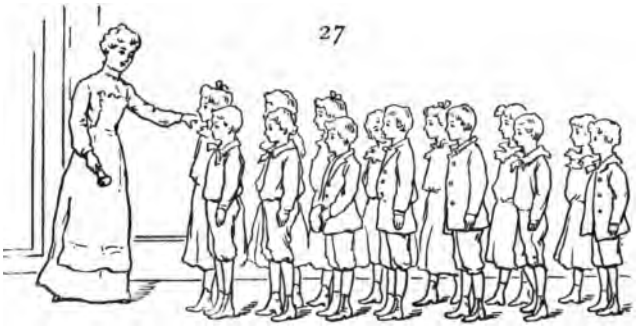
Write names of what you think of when you hear or see the following: *home*, *watch*, *cage*, *pony*, *corn*, *teeth*, *grass*, *school*, *happy*, *large*, *claw*, *country*, *person*, *small*, *pray*, *pencil*, *pretty*, *story*, *parents*, *month*, *house*, *dinner*, *lunch*, *evening*.

26

Our teacher has the bell.
She is going to ring it.
Play time is over.

bell	fell	sing	rover
ring	tell	sting	drover
over	spell	string	clover

27



This is our line.
March in good time.
Do not step so fast.

line	fine	arch	going
step	nine	parch	doing
march	twine	starch	ringing

28

We march to our places.
All the children take seats.
Not a single pupil is late.

seats	beat	face	facing
places	neat	lace	lacing
single	treat	space	spacing

29

We sit in order.
The roll is called.
What are we to do first?

roll	toll	tolled	tolling
order	knoll	called	calling
first	stroll	strolled	strolling

30

REVIEW

Add *s* to the following:

order	place	call	line
ring	bell	take	yard
spare	mast	roll	jump

Add *es* to the following:

march	lunch	class
arch	watch	teach

Add *er* to the following:

dark	listen	roll
hear	jump	great
sharp	do	cold
pray	new	sing

Add *r* to the following:

bite	wide	white
take	write	bake
give	fine	

Add *er* to the following after changing the *y* to *i*:

happy	pretty	lovely

31

What lesson do you like best?
I am fond of drawing.
May is fond of reading.

reading	bond	job	food
lesson	pond	knob	mood
drawing	fond	rob	brood

32

I like to draw pictures.
May can draw better than I
Tom likes to paint pictures.

paint	faint	letter	claw
better	saint	fetter	gnaw
picture	taint	setter	squaw

33

Tom has a fine box of paints.
How many colors has it?
There are three colors.

box	loan	mild	most
three	moan	wild	post
color	groan	child	ghost

34

What colors are in Tom's box?
Red, blue, and yellow.
Is there no green in the box?
Blue and yellow make green.

red	Tom's	bellow	bind
green	May's	fellow	blind
yellow	Jack's	mellow	grind

35

REVIEW

Write the simple words from which the following are formed:

drawing	happier	caring
smaller	baker	cleared
marches	bunches	writing
hearer	stories	prettier
spacing	bluing	finer
harder	children	strolled
walked	listening	lovelier
painter	arches	enjoying
ponies	singer	lovely

Write names of what you think of when you hear or see the following: *teacher, play, bell, string, clover, march,*

fast, pupil, late, neat, roll, order, first, called, bite.

Write the words you know that end in *-ell, -ing, -ine, -eat, -ace, -oll, -ond, -ob, -aint, -ood, -aw, -ox, -oan, -ild, -ost, -ind.*

36

Yellow and red make orange.
Blue and red make violet.
What is your favorite color?
Blue is my favorite color.

orange	made	soup
violet	shade	croup
favorite	trade	group
file	smile	while

37

The violet is my favorite flower.
The daisy is my favorite.
I am very fond of roses.
I like the wild roses,

roses	hoof	stick	light
daisy	roof	quick	night
flower	proof	thick	fright

The pansy is an early flower.
It lasts a long time.
The flowers have pretty colors.
The pansy is as soft as velvet.

pansy	catch	heave	scale
early	match	leave	stale
velvet	latch	weave	whale

39

Spring is the first season.
It is the season for flowers.
Many flowers bloom all summe
Summer is the season for fruit.

season	count	ease	found
summer	fount	tease	round
fruit	mount	please	wound

40

Add *ly* to the following: *soft, quick, light, fond, wild, blind, ghost, faint, like, order, love, short, late, large, dark.*

Add *'s* to the following: *flower, pansy, daisy, season, summer, spring,*

violet, rose, picture, box, lesson, teacher, children, yard, country.

Write all the words you know that end in *-ade, -oup, -ile, -oof, -ick, -ight, -atch, -eave, -ale, -ount, -ease, -ound.*

Write names of what you think of when you hear or see the following: *favorite, wild, fond, pretty, drawing, painting, pond, letter, gnaw, squaw, ghost, smile, night, whale, mellow.*

Write the names of objects you see in the picture on page 29.

THIRD SCHOOL YEAR

PART ONE

I

Copy the following letter, paying particular attention to the form of the letter, as well as to the spelling, punctuation, and use of capitals.

New York, Sept. 29, 1905

Dear Ned,

I have just been promoted. I am now in the 3 *A* grade.

In what grade are you?

Hoping that you are well, I remain

Yours truly,

James Jones.

Mr. Edward Johnson
935 East Fifty-fifth Street
New York

NOTE. — The pupil should write his own name instead of that of James Jones, and the name and residence of some friend instead of what is given above.

2

Put a period after a statement.

Put a period after a word written in a short way.

See where the periods have been placed in the letter you have copied.

Begin every sentence with a capital letter.

Begin every proper name with a capital.

Always write the word *I* with a capital letter.

Copy the proper names in the letter.

3

basin	spoon	Sept. = September
jelly	brave	Oct. = October
wheel	throw	Nov. = November
silver	maple	Dec. = December

The names of the months are proper names.

The names of persons are proper names.

The names of cities are proper names.

The names of streets are proper names.

4

true	truly	spread	basket
hope	hoping	would	pretty
remain	remained	could	pencil
promote	promoted	should	paper

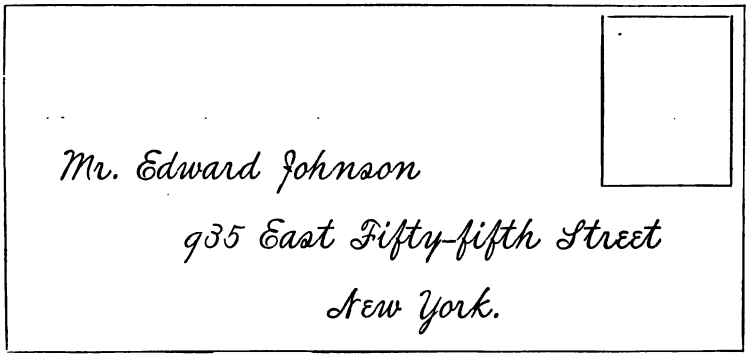
5

Write the following words, leaving out the *e* at the end and adding *ing*:

close	charge	joke	chase
paste	bathe	lose	weave
serve	smile	save	clothe
cause	guide	raise	promote

6

Address an envelope to a friend in the following form. Begin the address well to the left, and leave room for the stamp.



7

period	statement	Mr. = master (Mister)
proper	writing	St. = street (also saint)
capital	written	N.Y. = New York
sentence	sentences	E. = east

Mr. is a title of honor. Begin titles of honor with a capital.

8

spring	dinner	first	lemon
summer	supper	second	orange
autumn	luncheon	third	hungry
winter	breakfast	fourth	thirsty

9

Note the division into syllables of the following:

fa cing	pla ces	ra cer	i cy
dan cing	voi ces	choi cer	spi cy
fen cing	chan ces	fier cer	jui cy
boun cing	prin ces	of fi cer	flee cy

10

Write the following words, leaving out the *y* and adding *ies*:

cop y	la dy	bod y	fer ry
sto ry	bu ry	pup py	emp ty
hur ry	pen ny	can dy	beau ty
stud y	dai sy	cher ry	fam i ly

11

Copy the following letter, addressing it to yourself:

935 E. Fifty-fifth St.
New York, Oct. 2, 1905

Mr. James Jones
488 Hudson Avenue
New York

Dear Jim,

I was glad to receive your pleasant little letter of Sept. 29. I also have been promoted, and I am in the 3 B grade.

If you have any trouble with your studies, I may be able to help you. I expect to pay you a visit on Saturday next.

With regards to all your family, I am

Yours truly,

Edward Johnson.

12

Address an envelope to yourself. Begin the address well to the left, and leave room for the stamp.

13

re ceive	re ceiv ing	Feb. = February
pleas ant	pleas ing	Mar. = March
vis it	trou ble	Apr. = April
ad dress	re gard	Jun. = June

14

In the following words note that some double letters (known as consonants) are separated when the word is divided into syllables:

al ley	bul let	cot tage	es sence
af fair	bar rack	cur rant	flan nel
bal lad	cof fee	er ror	glut ton
bar row	col lege	er rand	mir ror

15

Copy the following words after adding *ful*:

pain	power	skill	fruit
dread	event	mirth	wrong
mouth	thank	trust	fright
boast	watch	peace	mourn

The letters *a, e, i, o, u* are called *vowels*. *W* is a vowel when it has the sound of *u*. . *Y* is a vowel when it does not begin a syllable.

16

Copy the following:

A girl was once invited to a fairy wedding. She behaved so well that the fairies gave her a present. The present was a handful of chips. She politely put them into her pocket. On arriving home she found that the chips were pieces of gold.

17

in vite	fai ry	wed ding	eighth
pres ent	piece	fifth	ninth
ar rive	po lite	sixth	tenth
be have	pock et	sev enth	e lev enth

18

couch	al most	Jul. = July
so fa	al ways	Aug. = August
chair	a fraid	Mrs. (*pronounced* missis) = mistress
ta ble	choos es	Ave. = Avenue

Mrs. is always begun with a capital, as it is considered part of the name before which it is placed.

Ave. is usually begun with a capital, as it is considered part of the name.

Place a period after an abbreviation. An *abbreviation* is a word written in a short way.

19

a bode	du ty	mo ment	ri fle
au thor	fe ver	na vy	to ken
ba con	gro cer	po lice	vi tal
ci der	gru el	pu pil	wa ges

20

Copy the following after adding *d*:

close	hope	joke	clothe
dance	serve	raise	chase
place	cause	save	pierce
bathe	smile	weave	lodge

21

Copy the following, paying attention to the capitals and marks of punctuation. Note specially the apostrophe in *James's.*

Edward Johnson visited his friend James Jones one Saturday. They had a good time together. They read, wrote, and talked about their lessons. Then they went out for a walk. They came back to James's house before supper.

22

sau cer	nap kin	Sun. = Sunday
tum bler	plat ter	Mon. = Monday
gob let	la dle	Tues. = Tuesday
pitch er	tu reen	Wed. = Wednesday

The names of the days of the week are proper names. They should be begun with a capital letter.

23

Note the division of the following into syllables:

ac tion	bis cuit	pay ment	tar get
ad vent	blan ket	pic ture	ten der
al bum	har ness	pis tol	um pire
ab sent	or der	por trait	wis dom

24

Copy the following words after adding *d*:

state	invite	complete	explode
paste	relate	exclude	excite
guide	unite	parade	divide
promote	decide	create	dictate

Begin proper names with a capital letter.

25

What words should begin with a capital?
When should you use a period?
What is an abbreviation?

Answers to these questions should be written.

26

Plants must have air, light, and heat.
They also need food and moisture.
Food and moisture come from the soil.
Moisture comes also through the leaves.
Roots carry food and moisture from the soil.

27

en ter	twelfth	tongue	knee
mois ture	thir teenth	throat	wrist
fur nish	four teenth	fin ger	an kle
through	fif teenth	el bow	shoul der

28

Note the division into syllables of the following words:

an ger	for ger	hang ing	or an ges
hun ger	man ger	long ing	cab ba ges
lin ger	loun ger	sing ing	cot ta ges
stron ger	stran ger	wring ing	pas sa ges

29

Copy the following words and draw a line through each to show the division into syllables:

January	August	December	Wednesday
February	September	Sunday	Thursday
April	October	Monday	Friday
July	November	Tuesday	Saturday

30

Copy the following words after adding *es*:

touch	search	coax	finish
watch	wrench	guess	furnish
march	speech	porch	harness
branch	stretch	church	mattress

31

Copy the following:

A hound was once chasing a hare. The hare ran swiftly and got away. The hound consoled himself by saying: "I was only running for my dinner. The hare was running for his life."

Note where quotation marks are used.

Quotation marks are used to enclose the exact words used by a speaker or writer.

32

once	run ning	my self	life
con sole	beg ging	your self	lives
swift ly	win ning	him self	knife
him self	drop ping	her self	knives

Note how letters are doubled before *ing* in the words in the second column. Note also the change of *fe* into *ves* to denote more than one in the fourth column.

33

Note the division into syllables of the following words:

lat er	din ing	carv er	us ing
rid er	jok ing	rud er	driv ing
pok er	nam ing	whal er	serv ing
weav er	freez ing	mov er	pleas ing

34

Write the words in the preceding lesson after dropping the second syllable and adding *e* to the first syllable.

35

Copy the following after adding *ed* to each and show the division into syllables:

paint	quiet	regard	repeat
scold	visit	expect	except
shout	report	applaud	content
thirst	correct	support	present

36

Copy the following:

A blind man and a lame man once agreed to travel together. The blind man said: "I will carry you on my back. You can tell me where to go. I can thus have the use of your eyes."

37

a gree	learned	cov ered	o bliged
trav el	guessed	shiv ered	re mained
car ry	coughed	ad dressed	hun gered
to geth er	walked	shoul dered	won dered

38

Copy the words in the second, third, and fourth columns of the preceding lesson after dropping the *ed* from each.

39

itself	elf	half	halves
ourselves	leaf	shelf	shelves
yourselves	loaf	wolf	wolves
themselves	calf	thief	thieves

40

Write the words in the second column of the preceding so as to mean more than one.

Add an apostrophe and *s* to *elf*, *calf*, *wolf*, *thief*.

REVIEW

Use of Capitals

Begin with a capital (1) every sentence; (2) every proper name; (3) the word *I*.

Names of persons (with their titles of honor), places (cities, states, streets), months, days of the week, are considered proper names.

Punctuation

A period should be placed at the end of a statement.

A period should be placed at the end of an abbreviation.

A question mark should be placed at the end of a question.

An apostrophe is used to show possession.

Quotation marks are used to enclose the exact words used by a person.

Division into Syllables

In most cases a word is divided into syllables according to sound.

Soft *c* and soft *g* are not used to end a syllable unless a *d* is before the *g*.

When letters (other than *a*, *e*, *i*, *o*, *u*) are doubled in a word, they are usually separated when the word is divided into syllables.

When *ing*, *er*, or *es* is added to a word, it forms a syllable by itself.

SENTENCES ILLUSTRATING THE USE OF HOMONYMS

These sentences are to be copied. They are not arranged in pairs, as the spelling and use of each homonym should be fixed by its association with the other words in the sentence.

all I have studied all my lessons.
ate William ate a hearty breakfast.
be The good will be rewarded.
bin There are four tons of coal in the bin.
blew The wind blew fiercely.
by Hiawatha was written by Longfellow.
cent The cent is our smallest coin.
earn We should earn our own living.
gilt The picture has a gilt frame.
hear If we attend, we can hear.
loan Some one must borrow what we loan.
made God made the world out of nothing.
no It is no crime to be poor.

new What is new is not always good.
one One by one the snowflakes fall.
our We should love our parents.
pain Every pain is healed by time.
pair Have you a new pair of skates?
rain The rain ceased and the sun shone.
see We believe what we see.
so The stars are not so near to us as the moon.
son The son should obey his father.
tear Your words should cause no tear to fall.
time There is a time for everything.

---

awl The shoemaker made a hole with his awl.
eight Eight is a number.
bee The bee makes honey.
been What has been may be.
blue Blue is a color.
buy When we have money we may buy.
sent Do not delay when sent on an errand.
urn An urn is a kind of vase.
guilt Blushing is not always a sign of guilt.
here Our time here is very short.

lone Lone means lonely or sad.

maid The maid was in the garden.

know Read that you may know.

knew The wise men of Spain thought that they knew more than Columbus.

won Who won the prize?

hour School will be over in an hour.

pane The children were looking through the window pane.

pear Would you eat a juicy pear?

reign The rule of a king is called his reign.

sea We gathered shells by the seashore.

sow We shall reap what we sow.

sun The sun is shining brightly.

tier The builder laid the first tier of beams.

thyme The thyme gives a flavor to the cooking.

THIRD SCHOOL YEAR

PART TWO

I

Copy the following letter:

698 Livingston Street
Brooklyn, N.Y., Feb. 4, 1906

My dear May,

I was delighted to learn from your letter that you are well enough to attend school. You must have been happy when you found that you had been promoted. I hope that you will not study so hard as to injure your health.

Trusting that I may see you soon, and with regards to your father and mother, I remain

Yours truly,

Anna M. Andrews.

Miss May C. Roberts
Avenue B and Fourth St.
Westchester
N.Y.

2

Address an envelope to enclose the foregoing letter.

3

health	an swer	Dr. = doctor
in jure	ques tion	Capt. = captain
de light	post age	Col. = colonel
e nough	en vel ope	Gen. = general

These abbreviations are correctly used only when they form part of proper names. They are then begun with capitals.

4

Copy the following and show the division into syllables:

yellow	money	woman	sorry
morning	person	flower	among
evening	weather	bundle	already
vinegar	chicken	kitchen	between

5

Write the following words, leaving out the *e* at the end, and adding *ing*:

blue	carve	injure	unite
move	shelve	invite	decide
time	thieve	divide	console
halve	oblige	relate	dictate

6

Copy the following:

"Are you not afraid of the terrors of the sea?" a sailor was asked.

He replied: "God watches over the sea as well as the land. Why should I be more timid at sea than you are on land?"

The name of God should always be begun with a capital.

7

re ply	tried	cop ied	cop y ing
tim id	de nied	pit ied	pit y ing
ter ror	re lied	stud ied	stud y ing
sail or	ap plied	mul ti plied	mul ti ply ing

8

Write the words in the second column of the preceding lesson, dropping the *ed* and changing the *i* into *y*.

Copy the words in the first and third columns without showing the division into syllables.

9

goose	rob in	phœ be	vir e o
tur key	ea gle	os trich	pi geon
par rot	swal low	o ri ole	ca na ry
spar row	gold finch	tan a ger	chick a dee

10

tur keys	inch es	ea gles	re plies
don keys	bunch es	pic tures	ca na ries
val leys	os trich es	o ri oles	en e mies
chim neys	gold finch es	en vel opes	vic to ries

11

Copy the following:

Avenue B and Fourth St.
Westchester, New York, Feb. 7, 1905

Dear Anna,

Your letter of Feb. 4 gave me much pleasure. You don't know how happy I am. Everybody is so kind that I almost wish I could be ill again. But that might not be just to those who took such care of me.

I will not work too hard in my studies. My teacher, as well as my parents, has warned me.

Whenever you visit me you will be welcome.

Yours truly,
May C. Roberts.

Miss Anna M. Andrews
698 Livingston St.
Brooklyn
N.Y.

12

Address an envelope to enclose the foregoing letter.

13

Write the names of four insects.

Write the names of four wild animals.

Write the names of four flowering plants.

14

mel on	car rot	tig er	tur tle
pump kin	let tuce	cam el	oy ster
cran ber ry	po ta to	squir rel	lob ster
rasp ber ry	to ma to	buf fa lo	tor toise

15

Write the following so as to mean more than one: [1]

echo	lily	alley	navy
potato	army	pulley	folly
tomato	pansy	monkey	lobby
buffalo	pantry	journey	beauty

[1] This is done by adding *es* to the words in the first column; by adding *s* to words in the third column; and by changing the *y* in words in the second and fourth columns to *ies*.

16

A comma is used to separate the name of a person spoken to from the rest of the sentence.

EXAMPLES

William, will you lend me your knife?
I have lost my knife, John.
What is your name, my fine little fellow?
Hurry to school, Mary, or you will be late.
Can you tell me, my friend, where Mr. Jones is?

17

beetle	lion	astor	onion
cricket	beaver	tulip	turnip
grasshopper	reindeer	burdock	radish
caterpillar	elephant	marigold	current

18

Add *ing* to the following and make any change that may be needed:

lose	clothe	cry	win
bruise	breathe	bury	knit
judge	promise	hurry	drag
choose	suppose	marry	trim

19

Write the following in a simpler form by dropping the *ing* and making any other change that may be needed:

set tling	chan ging	tap ping	loun ging
buc kling	re ceiv ing	beg ging	shiv er ing
whis tling	be liev ing	win ning	both er ing
trou bling	ar ran ging	drop ping	lin ger ing

20

Write the names of four trees.
Write the names of four vegetables.
Write the names of four birds.

21

Begin every line of poetry with a capital.

Copy the following:

Dewdrops are the gems of morning,
But the tears of mournful eve.
Where no hope is, life's a warning
That only serves to make one grieve.

NOTE. — The apostrophe is used to show that one or more letters have been left out.

life's = life is
don't = do not (Lesson 11)

22

hornet	birch	dahlia	slope
mosquito	cedar	fuchsia	brook
butterfly	poplar	verbena	valley
dragon-fly	hickory	hydrangea	island

23

dry er	hat ter	lat er	lisp er
own er	dip per	rid er	lend er
feed er	rub ber	pok er	lock er
pray er	hem mer	weav er	camp er

24

Copy the following words after adding *r* to each:

Promote, receive, console, settle, believe.

Copy the following words after adding *or* to each:

Act, visit, sail, direct, govern.

Copy the following words after adding *er* to each:

Support, finish, report, search.

Copy the following after changing the *y* into *i* and adding *er* to each:

Copy, carry, juicy, healthy, multiply.

Show the division of each word into syllables after you have written it.

25

stem	fruit	seed	ripen
bough	flower	germ	decay
trunk	blossom	rootlet	attach
branch	vegetable	plumule	disperse

26

Copy the following:

Bright yellow, red, and orange,
The leaves come down in hosts.
The trees are Indian princes,
But soon they'll turn to ghosts.
The leathery pears and apples
Hang russet on the bough;
It's autumn, autumn, autumn late,
'Twill soon be winter now.

they'll = they will it's = it is 'twill = it will

Note the use of the apostrophe to show the omission of one or more letters.

27

Write the names of some roots that we use for food.

Write the names of some stalks that we use for food.

Write the names of some leaves that we use for food.

28

In dian	i ron	loam	sea son
leath er	zinc	clay	weath er
ghost	lead	peb ble	cli mate
rus set	cop per	grav el	na ture

29

Write the following words after dropping the final *e* and adding *ing*:

Pause, charge, dislike, admire, freeze.

Write the following words after adding *ing* to each:

Color, answer, reply, enjoy, order.

Write the following words after changing the *y* into *i* and adding *es*:

Cry, dry, reply, folly, beauty.

Show the division of each word into syllables after you have written it.

30

shad ow	east ern	grieve	thief
com pass	west ern	be lieve	grief
dis tance	north ern	re lieve	belief
di rec tion	south ern	thieve	relief

31

Copy the following note to your teacher:

27 Hulst Street
Long Island City, N.Y., May 1, 1906

Dear Miss Allen,

I am sorry that I cannot attend school to-day, as I have a severe toothache.

If you will kindly let me know what the lessons are for to-morrow, I will try to study them.

Respectfully yours,

Ida L. McCarthy.

Note the hyphen in *to-day* and *to-morrow*.

32

Address an envelope to your teacher. Begin the address well to the left, and leave room for the stamp.

33

o blige	tru ly	truth ful	beau ti ful
re spect	sin cere ly	youth ful	du ti ful
se vere	re spect ful ly	dread ful	pit i ful
sin cere	faith fully	joy ful	boun ti ful

34

Add *ing* to the following words after dropping the final *e*:

Oblige, believe, grieve, relieve, thieve.

Double the last letter in the following and add *ed*:

Hem, dip, rob, beg, drop.

In the following, change the *y* at the end into *i* and *es*:

Copy, body, city, penny, candy.

Show the division of each word into syllables after you have written it.

35

barley	hundred	aunt	nephew
sago	thousand	uncle	niece
dessert	million	daughter	cousin
pudding	billion	parent	son-in-law

36

Copy the following:

Clouds consist of vapor. This vapor is water divided into very fine particles. The particles are so small that they have been called water-dust. When the clouds become chilled, the particles of water-dust are brought close together. They then fall to the earth as rain.

Note the use of a hyphen at the end of a line to divide a word.

37

consist	brought	bring	measure
vapor	fought	fight	compare
particle	thought	think	weigh
together	sought	seek	balance

38

receive	common	whole	easy
deceive	proper	total	simple
seize	fraction	answer	many
leisure	number	question	plenty

39

Add *er* to the following:

Weigh, fight, question, common, southern.

Add *r* to the following:

Receive, measure, severe, believe, freeze.

Add *er* to the following after changing the final *y* into *i*:

Heavy, steady, muddy, happy, funny.

Show the division of each word into syllables after you have written it.

40

Divide the following into syllables:

charging	stronger	Wednesday	January
dressing	portrait	Thursday	February
scheming	picture	Tuesday	October
stranger	sabbath	Saturday	December

Use of Capitals

Begin with a capital (1) every sentence; (2) every quotation; (3) every line of poetry; (4) the first word of a letter after the address; (5) the line before the signature of a letter; (6) every proper name; (7) a title when it is a part of a proper name; (8) the word *I*; (9) the names used to denote God.

Punctuation

Put a period at the end of a statement, and at the end of an abbreviation.

Put a question-mark at the end of a question.

Put an apostrophe and an *s*, or in some cases an *s* and an apostrophe, to denote possession.

Put an apostrophe in place of letters that have been left out.

Use a hyphen in *to-day*, *to-night*, and *to-morrow*.

Use a hyphen at the end of a line when part of a word is carried over to the next line.

Use quotation marks to show the exact words of a person. When the quotation is broken, quotation marks should not include the words that break the quotation.

Use a comma (1) after the address in beginning a letter, (2) after any other word of address, (3) after the words that immediately go before the signature, and (4) as you have seen in dating a letter.

Division into Syllables

See the directions at the close of Third School Year, Part One.

Sentences illustrating the use of Homonyms

These sentences are to be copied. They are not arranged in pairs, as the spelling and use of each homonym should be fixed by its association with the other words in the sentence.

beat William likes to beat his drum.
ball Playing ball is fine sport.
boar A boar is a wild animal.
break Try not to break your toys.
creak I heard the door creak on its hinges.

done When you have done your work you may take your seat.

die We shall all die some day.

dew The grass is wet with dew.

flour Bread is made from flour.

him When a boy is angry, do not cross him.

in A stitch in time saves nine.

led A horse that cannot be driven may be led.

nay *Nay* is sometimes used instead of *no.*

peer A peer means an equal.

pray We should be thoughtful when we pray.

read We read that we may know.

road It is not safe to play in the road.

ring Have you heard the bell ring?

right Do right and be afraid of no one.

throne The king sat on a high throne.

wait All things come to those who wait.

way The right way is always the best way.

weak The weak should not quarrel with the strong.

wood All wood comes from trees.

beet The beet is a vegetable.

bawl The boy bawled when he was hit.

bore I tried to bore a hole with my knife.

brake The car stopped when the brake was put on.

creek Some boys were bathing in the creek.

dun To dun is to ask for payment.

dye A dye is a color.

due We should pay our debts when they are due.

flower A flower is part of a plant.

hymn A hymn is a sacred song.

inn An inn is a small hotel.

lead Can you sharpen a lead pencil?

neigh I can hear the horse neigh.

pier The piers of Brooklyn Bridge are very high.

prey A beast of prey eats other beasts.

reed The reed was shaking in the breeze.

rode As we rode along in our wagon we met some friends.

wring Mary must wring the clothes before she hangs them on the line.

wright The wheelwright put new spokes in the wheel.

thrown A stone was thrown through the window pane.

weight Can you guess my weight?

weigh How much does a barrel of flour weigh?

week Write the names of the days of the week with a capital letter.

would Would you not rather do right than wrong?

FOURTH SCHOOL YEAR

PART ONE

I

Copy the following letter, paying particular attention to the form of the letter, as well as to the spelling, punctuation, and use of capitals.

Jamaica, N.Y., Feb. 1, 1905

Dear William,

I am sorry that I cannot be present at your birthday party. The weather is still too severe for me to venture out. I must therefore be satisfied to write my congratulations.

I send with this a slight token of my regard. I hope that you will find it useful.

Wishing you many happy years, and many pleasant celebrations of your birthday, I remain

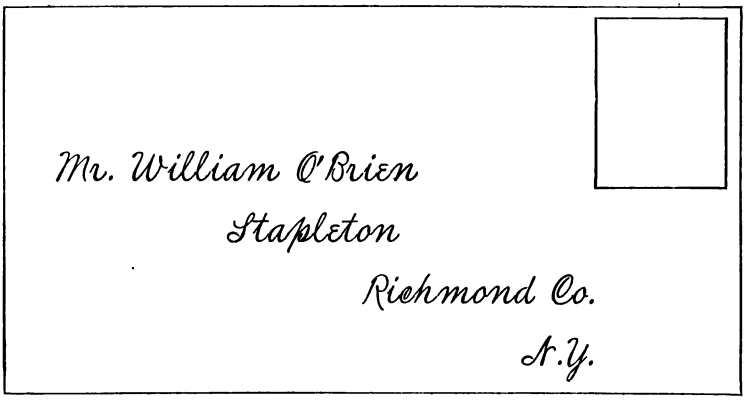
Sincerely yours,

Thomas Crane.

Mr. William O'Brien
Stapleton
Richmond Co.
N.Y.

2

Address an envelope according to the following form:



3

weath er	thir ty	air y	at tic
ven ture	for ty	chill y	cel lar
sat is fy	fif ty	drear y	par lor
cel e brate	six ty	flight y	cup board
con grat u late	sev en ty	health y	base ment

4

Copy the following and add *ly* to each:

Severe, sincere, cruel, fierce, coarse.

Copy the following after changing the *y* into *i* and adding *ly* to each:

Icy, body, pretty, steady, thirsty.

Copy the following after changing the *y* into *i* and adding *eth* to each:

Thirty, forty, fifty, sixty, seventy.

5

dic ta tion	eight y	eas y	so fa
in vi ta tion	nine ty	flak y	bu reau
con so la tion	hun dred	nois y	pic ture
cel e bra tion	thou sand	shin y	bed stead
con grat u la tion	mil lion	smok y	pi a no

6

Copy the following:

Where does the water that forms clouds come from?

Have you seen clouds of vapor coming from a vessel of boiling water? If left long enough on a hot stove, the water will all boil away.

Clothes are hung on a line to dry. Where does the water go?

7

wag on	wit ty	Co. = coun ty
car riage	fun ny	Co. = com pa ny
cour age	mud dy	in. = inch or inch es
com rade	crag gy	ft. = foot or feet
neigh bor	knob by	yd. = yard

8

Write the following, and add *s* or *es* to each:

March, match, coach, bunch, splash; urge, fence, change, prince, orange; please, pledge, breeze, ounce, chance.

Draw a short line through each word to show its division into syllables.

9

ar bor	churn	nave	ac tion
a pron	dai ry	choir	no tion
cir cus	de pot	al tar	men tion
ban ner	cus tom	or gan	auc tion
chim ney	cus tard	gal ler y	pro mo tion

10

Write five names of things that you may see at the circus.

Write five words that the word *church* makes you think of.

Write five words that the word *chimney* brings to your mind.

If you are not sure of the spelling of any of these words, either ask your teacher or consult the dictionary.

Use of Capitals

Every sentence should begin with a capital.

Every formal quotation that is a complete sentence should begin with a capital; as, Shakespeare says, "All the world's a stage."

Every line of poetry should begin with a capital.

II

Copy the following letter:

Stapleton, N.Y., Feb. 3, 1905

My dear Thomas,

I thank you for your kind wishes and your beautiful gift.

My birthday party was quite successful. Every one seemed to enjoy a good time. The only sad feature was that you were not present.

Trusting that you will soon be restored to complete health, I remain

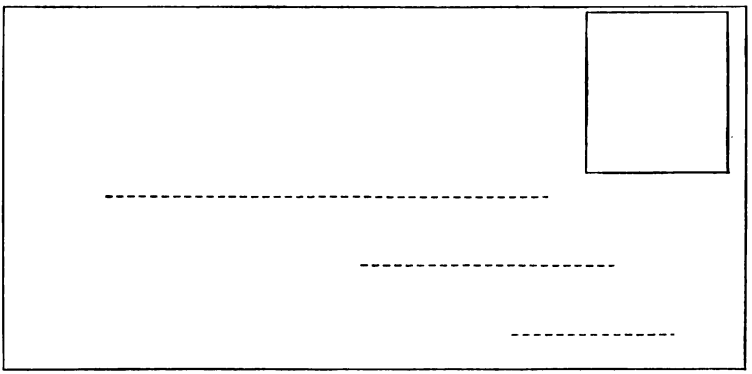
Yours sincerely,

William O'Brien.

Mr. Thomas Crane
Jamaica
N.Y.

12

Address an envelope for the letter given above, using the following form:



13

seem	i cy	col lar	er ror
fea ture	spi cy	stud y	ei ther
re store	din gy	oy ster	schol ar
suc cess	stin gy	gram mar	sol dier
com plete ly	wor thy	lan guage	sau cer

14

Divide the following into syllables:

Offer, suffer, fodder, manner, rubber; effort, forest, engine, flannel, fortune; adding, sobbing, nodding, quitting, skipping; miser, amber, barber, render, wonder.

15

sum	fac tor	ci pher	cra vat
prod uct	re duce	bol ster	buc kle
quo tient	sub tract	shel ter	bon net
ex am ple	mul ti ply	pew ter	jack et
dif fer ence	re main der	laugh ter	rib bon

16

Copy the following:

Under a spreading chestnut tree
  The village smithy stands;
The smith, a mighty man is he,
  With large and sinewy hands;
And the muscles of his brawny arms
  Are strong as iron bands.

(Note that the second, fourth, and sixth verses are indented. This is to bring under one another lines that rhyme. In copying poetry we should always be careful of the indention.)

17

might	fen cer	di vi sor	vul gar
brawn	lar ger	min u end	com mon
sin ew	hu ger	sub tra hend	frac tion
mus cle	scar cer	mul ti pli er	dec i mal
chest nut	fier cer	mul ti pli cand	div i dend

18

Copy the following after changing the *y* into *i*, and add *er* to each:

Mighty, brawny, multiply, worthy, dingy.

Add *r* to the following, and indicate the division into syllables:

Base, free, tune, bribe, tease.

Add *s* to the following, and indicate the division into syllables:

Divide, endure, forgive, believe, invite.

19

vi o let	comb	doz. = dozen
in di go	tomb	gr. = gross
pur ple	debt	pt. = pint
crim son	doubt	qt. = quart
scar let	crumb	gal. = gallon

20

Write the names of five kinds of buildings.

Write the names of five kitchen utensils.

Write the names of five articles of furniture.

Write the names of five studies.

Punctuation

A period is placed at the end of declarative sentences and ordinary commands.

A period is placed after an abbreviation.

An interrogation mark is placed after a question.

An apostrophe is used with an *s* to show possession.

An apostrophe is used to show the omission of one or more letters.

21

When the sidewalk is dry after a rain, what has become of the water?

Why does the water in a pond get low?

"All the rivers run into the sea, yet the sea doth not overflow."

Write answers to the questions.

Tell why the statement given above is true.

22

o ver flow	eye sore	hab it	du ty
side walk	char coal	im age	ed dy
black smith	brow beat	fau cet	ar my
birth day	gang way	gal lop	ber ry
fire side	all spice	fra grant	cro ny

23

Change each of the words in the last column of the preceding lesson above so as to mean more than one.

Change the following so as to mean more than one:

Abbey, pulley, kidney, turkey, monkey.

Add *ing* to the following, and make any other change that may be needed:

Race, tug, sting, smile, write.

Add *s* to each of the following words, and show the division into syllables:

Impose, enforce, oblige, manage, recline.

24

cob web .	a bus es	balance	little
hard ware	de bas es	cornice	raffle
name sake	re du ces	cabbage	nozzle
block head	e mer ges	purpose	meddle
green horn	in creas es	message	struggle

25

Copy the words in the second column of the last lesson, omitting the *s* at the end.

Add *s* to each word in the third column and show the division of each word into syllables.

Show the division into syllables of each word in the fourth column.

Copy the following words, and add *d* to each:

Admire, behave, desire, excuse, prepare.

Use of Capitals

Begin with a capital the names used to denote God.

Begin every proper name with a capital.

Begin with a capital all titles that are used as part of a proper name.

Write with a capital the words I and O.

Begin with a capital the first word of a letter after the address, and the line before the signature of a letter.

26

Copy the following:

Labor with what zeal we will,
Something still remains undone,
Something uncompleted still
Waits the rising of the sun.

27

high way	fig ur ing	learned	repast
book case	cap tur ing	neighed	morsel
knap sack	nur tur ing	knocked	victuals
mush room	pas tur ing	drowned	porridge
fort night	meas ur ing	scratched	luncheon

28

Copy the words in the second column of the preceding lesson after omitting the *ing* and restoring the *e*.

Copy the words in the third column after omitting the *ed*.

Copy the words in the fourth column and show the division of each into syllables.

Copy the following words, adding *ing* to each and omitting the *e* at the end:

Urge, rage, judge, dodge, pledge.

29

vi and	al lowed	pro mised	ten don
pic kle	en joyed	whis tled	tis sue
mus tard	fol lowed	spar kled	mem brane
sand wich	pun ished	sprin kled	thigh
dump ling	fright ened	treas ured	ar te ry

30

Copy the words in the third column of the preceding lesson, omitting the *d* at the end.

Copy the words in the second column, after omitting the *ed* at the end of each.

Copy the following words, doubling the final letter and adding *ing* to each:

Expel, prefer, permit, control, regret.

Rewrite the following words so that each will mean more than one:

Lady, pony, jury, copy, body.

31

quilt	par ent	busi ness	kid nap
pil low	cous in	la zi ness	bon fire
blan ket	neph ew	sil li ness	red breast
mat tress	fam i ly	hap pi ness	head strong
cov er let	rel a tive	drow si ness	thread bare

Punctuation

Quotation marks are used to enclose the exact words of a person; as, Pope says, "The proper study of mankind is man."

When the quotation is broken, the quotation marks do not include the words that break into the quotation; as, "Does any one," asked the old man, "know Rip Van Winkle?"

32

Copy the following:

65 West Seventieth Street
New York, May 5, 1906

My dear Alice,

I have just found two fine minerals. One is a piece of pinkish granite. The other is a piece of quartz with clear and regular crystals.

I want you to see them before I place them in our class museum. If you have no other engagement, I shall expect you on Saturday.

With best wishes, I remain
Yours truly,
Winifred Miller.

Miss Alice Jenkins
550 E. Fiftieth Street
New York

33

Address the envelope for the preceding letter.

34

crys tal	pink ish	gath ered	sew ing
gran ite	green ish	poi soned	nee dle
reg u lar	blu ish	blos somed	thim ble
min er al	whit ish	thun dered	scis sors
mu se um	red dish	threat ened	ma chine

35

Copy the following words, adding *ish* to each and making any needed change:

Yellow, rogue, pig, kitten, purple.

Copy the following words, adding *ful* to each and making any needed change:

Fancy, skill, joy, bounty, peace.

Copy the following words, changing the final *y* into *i* and adding *ed*:

Envy, steady, bury, hurry, busy.

36

su gar	at tack	dis arm	strife
hon ey	de fend	wound	dis pute
syr up	re pel	in jure	quar rel
mo las ses	de feat	maim	bat tle
car a mel	sur ren der	slay	en e my

37

Copy the following:

The king, the princess, and the miller's son, rode in the carriage together. They soon arrived at a meadow that had a fine crop of hay.

"Who owns that field?" asked the king of one of the laborers.

"The Marquis of Carabas," answered the man.

38

prince	cab	field	grass
la bor	chaise	plain	rye
ar rive	wag on	marsh	oats
an swer	bug gy	lev el	wheat
mar quis	car riage	mead ow	bar ley

39

Copy the following words, adding *ess* to each:

Heir, lion, count, baron, govern.

Copy the following words, adding *er* to each:

Slay, wagon, defend, poison, thunder.

Copy the following words, adding *es* and making any other change needed:

Buggy, enemy, family, fancy, hurry.

Copy the following words, adding *d* or *ed* to each:

Attack, injure, dispute, defend, battle.

40

repelled	quarreled	remained	succeeded
permitted	gathered	esteemed	subtracted
regretted	answered	prevailed	defeated
controlled	traveled	assailed	defended
preferred	galloped	repaired	respected

Show the division into syllables of the foregoing words, and mark the accented syllable in each.

Copy the words in the foregoing, dropping the *e* or *ed* that has been added, and omitting the consonant that was assumed before adding *ed*.

PUNCTUATION

Place a comma after the address in beginning a letter.

EXAMPLE

Dear William,

I have your kind letter of May 30.

Use a comma to set off words of address.

EXAMPLES: Do you know, sir, that we have met before? Has the work been finished, my son? James, have you written your letter?

Place a comma after the words introducing a signature. EXAMPLE: Yours truly, John Jones.

In dating a letter use a comma to set off the place from the date, and the day of the month from the year. EXAMPLE: New York, June 1, 1906.

For other rules governing the use of capitals, and of punctuation marks, see lessons 10, 20, 26, and 30.

Division into Syllables

In most cases a word is divided into syllables according to sound.

Soft *c* and soft *g* are not used to end a syllable unless a *d* is before the *g*; as, *dan cing*, *chan ging*, *judg ing*.

Consonants that have been doubled are separated when the word in which they are is divided into syllables; as, *stop ping*, *run ning*.

When *ing*, *er*, or *es* is added to a word it forms a new syllable; as, *stud y ing*, *warm er*, *clos es*.

When two consonants are together in a word, they should be separated in dividing the word into syllables, unless together they could be used to begin a syllable; as, *set tle*, *fur nace*, *fra grant*.

Sentences illustrating the use of Homonyms

(These sentences are to be copied. They are not arranged in pairs, as the spelling and use of each homonym should be fixed by its association with the other words in the sentence.)

air Exercise in the open air is healthful.

bad We should avoid bad company.

bow John greeted his teacher with a polite bow.

bred Bad manners show that one is not well bred.

doe The doe showed her antlers as she sniffed the air.

foul Foul odors are dangerous to health.

gait Our gait is our manner of walking.

groan Not a groan escaped from the lips of the suffering boy.

heal Most wounds heal with time.

herd A herd of cattle was peacefully grazing as we drove by.

hole The careless boy skated into the hole in the ice.

leak When the leak was discovered all the sailors were ordered to the pumps.

meat It is said that most people in America eat too much meat.

need We should assist those who are in need.

not We must not want what we should not have.

---

heir An heir is one who inherits.

bade The obedient child did as his father bade.

bough The bough of the tree hung too low.

bread Bread has been called the staff of life.

dough Bread is made from dough.

fowl A hen, a turkey, or a duck may be called a fowl.

gate The gate was swinging on its hinges.

grown Have you grown better as you have grown taller?

heel My shoe is run down in the heel.

heard I have heard some famous singers.

whole Can you eat a whole apple?

leek The leek is a vegetable sometimes used in soup.

meet The success we meet is often the success we deserve.

knead The dough must be well kneaded to make good bread.

knot You may loosen many a hard knot if you are patient.

FOURTH SCHOOL YEAR

PART TWO

1

Copy the following:

853 Carlton Avenue
Brooklyn, N.Y., Oct. 26, 1907

The Century Co.
Union Square
New York

Gentlemen,

I enclose a postal note for three dollars, for which please send me the St. Nicholas for one year, beginning with the November number.

Respectfully yours,

Susan W. Field.

2

Address the envelope for the foregoing letter.

3

flour	flood	hair	Al bert
dough	creek	eye lash	Al fred
yeast	riv er	beard	Ar thur
sponge	o cean	whisk er	An drew
bat ter	chan nel	mus tache	Ber nard

4

Copy the following words, adding *es* to each:

Inch, ditch, bunch, trench, crutch.

Copy the following words, adding *ness* to each:

Weak, numb, rough, coarse, prompt.

Copy the following words, adding *er* to each:

Gnaw, dwell, prison, destroy, harvest.

Copy the following words, adding *less* to each:

Base, bone, care, speech, breeze.

Show the division of each of the words into syllables.

5

fern	car rot	lb. = pound
moss	pars nip	lbs. = pounds
herb	spin ach	oz. = ounce
spore	cau li flow er	sq. = square
shrub	as par a gus	cu. = cubic

6

Copy the following:

For my sport the squirrel played;
Plied the snouted mole his spade;
For my taste the blackberry cone
Purpled over hedge and stone;
Laughed the brook for my delight
Through the day and through the night,
Whispering at the garden wall,
Talked with me from fall to fall.

7

ply	pil low	rail road	Ag nes
talk	hal low	mid night	Ber tha
snout	sor row	stead fast	Blanche
laugh	fur row	whirl pool	Bridg et
whis per	min now	grind stone	Clar a

8

Copy the following words, adding *ness* to each and changing the *y* at the end to *i*:

Airy, manly, pretty, ready, weary.

Copy the following words, adding *r* to each:

Bugle, admire, office, cottage, inquire.

Copy the following words, adding *ing* to each after omitting the *e* at the end:

Abide, accuse, achieve, acquire, allege.

Copy the following words, changing the *y* into *i* at the end of each, and adding *er*:

Fancy, noisy, heavy, ready, worthy.

9

an tique	of ten	a gue	car go
ob lique	fas ten	col ic	ves sel
o paque	has ten	tu mor	har bor
fa tigue	glis ten	mea sles	traf fic
in trigue	mois ten	head ache	cap tain

10

Copy the following words, adding *ing* to each:

Agree, accept, accord, adjoin, abound.

Copy the following words, changing the *e* in each to *i* and adding *ty*:

Pure, cave, false, nude, chaste.

Copy the following words, adding *s* to each:

Obey, annoy, employ, display, survey.

Copy the following words, changing the *y* at the end of each into *i* and adding *es*:

Remedy, grocery, penalty, satisfy, occupy.

11

Copy the following:

The eatable mushroom has a pleasant odor. The mushroom that has an offensive smell is not good to eat.

The eatable mushroom is always dry. It seldom grows in the shade of trees.

The mushroom that grows on rotten stumps or in damp places is not the true eatable mushroom.

12

laugh a ble	damp en	den im	Charles
en joy a ble	rough en	mus lin	Dan iel
as sail a ble	thick en	cam bric	Da vid
an swer a ble	sof ten	ging ham	Ed gar
re spect a ble	fright en	cal i co	Ed ward

13

Copy the following words, adding *r* to each:

Tame, bathe, carve, write, believe.

Copy the same words, dropping the *e* at the end of each and adding *ing*.

Copy the following words, dropping the *e* at the end of each and adding *able*:

Admire, dispute, desire, excuse, receive.

Copy the following words, adding *able* to each:

Peace, change, charge, notice, service.

14

ra zor	va lise	ca lyx	A mer i ca
hon or	trans fer	pis til	Can a da
doc tor	bag gage	sta men	Mex i co
tail or	om ni bus	pol len	At lan tic
jan i tor	pas sen ger	co rol la	Pa cif ic

15

PUNCTUATION

The exclamation point is used after a word or sentence that is spoken with great feeling.

EXAMPLES

How beautiful the day is!
See! The engine is dashing down the street!
Alas! What a sight that was!
Hallo! Hurry! You will be late!

16

Copy the following:

The harvest days have come again;
The vales are surging with the grain;
Against the golden harvest hue
The autumn trees look fresh and new.

17

Write the names of five metals.

Write the names of five grains.

Write the names of five implements used in farming.

Write the names of the colors of the rainbow.

18

vic ar	clothes	gas	Con stance
nec tar	trou sers	zinc	Do ra
beg gar	breech es	kiln	E dith
bur glar	waist coat	clef	Ed na
tar tar	o ver coat	whim	El len

19

Copy the following words, adding *r* to each:

Babble, peddle, muffle, puzzle, wriggle.

Copy the following words, adding *y* to each:

Modest, honest, jealous, difficult, victor.

Copy the following words, adding *y* to each:

Unit, grocer, factor, burglar, armor.

Copy the following words, omitting the final *e* in each and adding *y*:

Grease, pebble, gentle, sponge, double.

20

alms	scoff	rouge	ca nal
hoax	freak	psalm	is land
whet	guide	gauge	prai rie
bomb	realm	rhyme	moun tain
spasm	a dieu	sau cy	con ti nent

21

Copy the following:

Of the two American continents, North America has the longer coast line. This is because the coast is more indented. North America has 228 square miles of surface for every mile of coast. South America has 376 square miles of surface for every mile of coast.

The coast of North America is 24,000 miles in length. The coast of South America is 13,600 miles.

22

width	depth	fop pish	Ed win
wealth	width	gray ish	Ed mund
growth	height	clan nish	Eu gene
warmth	length	wolf ish	George
stealth	breadth	ba by ish	Hen ry

23

Copy the following words, adding *s* to each:

Obey, annoy, employ, display, survey.

Copy the following words, changing the *y* at the end into *i* and adding *es*:

Folly, lobby, sentry, quarry, energy.

Copy the following words, doubling the consonant at the end of each and adding *ing*:

Abet, abhor, abut, admit, acquit.

Copy the following words, adding *ed* to each:

Quarrel, discern, travel, shiver, shovel.

24

law yer	ma son	chaise	Es ther
doc tor	plumb er	soothe	Eth el
teach er	me chan ic	crease	Flor ence
min is ter	car pen ter	sheath	Fran ces
cler gy man	plas ter er	wreath	Ger trude

25

PUNCTUATION

The dash is used when there is a sudden change in the thought of a sentence.

EXAMPLES

I remember waiting at the door — not that which is at the left.

It is a hard thing to attempt — failure in that case is almost certain.

The defects have been pointed out — it is well.

The angry man suddenly thrust his hand into his pocket and drew out — his handkerchief.

26

Copy the following:

853 Carlton Avenue
Brooklyn, Dec. 1, 1907

The Century Co.
Union Square
New York

Gentlemen,

On Oct. 26 I sent you a postal note for three dollars, and requested you to send me the St. Nicholas for one year.

I have not yet received a copy of the magazine, and I fear that my letter has not reached you.

By looking into the matter you will oblige

Yours respectfully,

Susan W. Field.

27

re quest	au ger	ad dress	Eu rope
re ceive	chis el	bal ance	A sia
post al	gim let	per fect	Af ri ca
ma ga zine	hatch et	pleas ant	A mer i ca
o blige	com pass	av e nue	Aus tra li a

28

Copy the following words, changing the *y* at the end of each into *i* and adding *es*:

Navy, reply, gypsy, query, treaty.

Copy the following, doubling the *t* at the end of each and adding *ed*:

Knit, plot, chat, strut, permit.

Copy the following, changing the *y* at the end of each into *i* and adding *ed*:

Deny, apply, vary, worry, sully.

Copy the following words, omitting the *e* at the end of each and adding *ish*:

Brute, blue, mode, style, white.

29

scythe	pal ate	though	Co lum bus
sic kle	nos tril	through	Wash ing ton
shov el	stom ach	ex cuse	Frank lin
trow el	knuc kle	min ute	Jef fer son
crow bar	skel e ton	writ ten	Ham il ton

30

USE OF CAPITALS

Words formed from proper names are begun with a capital.

EXAMPLES

American, Italian, English, Irish, German, Russian, Scotch, Swedish, Dane, Chinese, Japanese.

31

Copy the following:

From my study I see in the lamplight,
Descending the broad hall stair,
Grave Alice, and laughing Allegra,
And Edith with golden hair.

A whisper, and then a silence:
Yet I know by their merry eyes
They are plotting and planning together
To take me by surprise.

32

de scend	oc curred	limb	Han nah
whis per	re belled	thigh	I rene
si lence	ful filled	pulse	Ju dith
mer ry	dis pelled	heart	Lau ra
sur prise	pre ferred	waist	Lou ise

33

Copy the words in the second column, omitting the *ed* and the letter that has been doubled.

Copy the following words, doubling the last letter in each and adding *ed*:

Plot, plan, whet, hum, dim.

Copy the following words, adding *ing* to each and making any change in the word that may be necessary:

Study, whisper, silence, surprise, see.

Copy the following words and add *ize* to each:

Idol, organ, central, scandal, moral.

34

De i ty	void	own er	Lew is
la i ty	pawn	sol dier	Mar tin
gay e ty	daub	pow der	Mat thew
dig ni ty	quoth	quar ter	Mi chael
char i ty	trudge	pris on er	Mo ses

35

Write the names of five boys.

Write the names of five girls.

Write the names of five things that are used in school.

Write the names of five things that may be seen in the street.

36

Copy the following:

Tom Thumb is said to have been the smallest dwarf that ever lived. He received his name because he was no bigger than his father's thumb.

He is supposed to have lived in England during the reign of King Arthur. He was a great favorite of the King and Queen, and many remarkable stories are told of him.

37

be cause	wea ry	sim ple	Cab ot
sup posed	dain ty	dim ple	Be ring
fa vor ite	o blige	cou ple	Hud son
re ceived	shad ow	dou ble	Gil bert
re mark a ble	mead ow	trou ble	Cham plain

38

Copy the following words, adding *like* to each:

War, tear, crab, ghost, child.

Copy the following words, adding *ly* to each:

Arch, remote, acute, devout, secure.

Copy the following words, omitting the *e* at the end of each and adding *ity*:

Active, agile, docile, adverse, austere.

Copy the following words, omitting the *e* at the end and adding *y*:

Simple, double, remarkable, honorable, humble.

39

ex cept	bough	lens	Hugh
pub lic	bought	lynx	I saac
wick ed	thought	quay	Ja cob
light ning	nei ther	buoy	Jo seph
pri ma ry	wheth er	i vy	Law rence

40

Review the use of capitals and of punctuation marks in lessons 10, 20, 26, and 30 of Fourth School Year, Part One, and in lessons 15, 25, and 30 of Fourth School Year, Part Two.

Review the directions for division into syllables on page 98.

SENTENCES ILLUSTRATING THE USE OF HOMONYMS

See note on page 98

oar The boat is rowed with an oar.

read Read with attention.

slay To slay means to kill.

vain The peacock is said to be vain of his feathers.

stair The children came down the stair to see their visitor.

sum When we add things together the result is the sum.

their When their work was done the boys went out to play.

tow Tow is a light substance which burns easily.

wade George could not swim, so he had to wade into the water.

side A bucket was thrown over the ship's side.

to We should be careful to do what we have to do.

write Can you write rapidly and well?

rain Did the rain do all that damage?

---

ore Ore is the form in which metals are usually found.

reed A reed is a stalk or stem.

sleigh How we enjoy a sleighride when the day is bright!

vane The weather vane shows which way the wind blows.

stare To stare is to look with the eyes wide open.

some Some persons are very amiable.

there There are many persons who are not amiable.

toe Sicily is said to be at the toe of Italy.

weighed How heavy were you when you were last weighed?

sighed How sad the brave man appeared when he sighed!

right Be sure you're right, then go ahead.

rein Hold a spirited horse with a tight rein.

too Too many children act rudely.

vein The vein in my hand appears blue.

wright The wheelwright makes wheels.

reign The rule of a king is said to be his reign.